so that the students have samples for Normal Dog (Positive), Coon Hound Disease (Positive), Pesticide Exposure (Negative), and Coon Hound Disease with Pesticide Exposure (Negative). The stop solution is basic. Make sure that students take proper safety precautions as described in the manual for the BioFuel Enzyme kit.

In any case, as a former educator and current curriculum provider, I was rather concerned that this activity was recommended for AP Biology without providing safety precautions. I would recommend that high school teachers "mimic" the AChE reaction for this exercise.

Reference

Milanick, M., Graham, K. & Wessel, M. (2013). Why is that dog paralyzed? A problem-based case & laboratory exercise about neuromuscular transmission. *American Biology Teacher*, *75*, 36–39.

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Correction

Please note that the caption for the Wood Frog in the January 2013 *ABT* should have read: "At the time of capture it was 2.8 cm (and not mm) from snout to vent and weighed 1.55 g."

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I wanted to call your attention to a pretty significant mistake in the article "A Socratic Method for Surveying Students' Readiness to Study Evolution" in the February 2013 issue of the *ABT* (Stansfield, 2013).

On page 103, right column, List A, number 1, the author states, "Mitosis in humans normally produces haploid gametes, of variable genetic composition, by at least three processes." And then on page 104, left column, List B, number 1, the author states, "This statement is true." I believe he has mistaken mitosis for meiosis.

As David Kirk, a colleague of mine, mentioned to me when noticing this mistake, "Students do not need any help from the instructor to get confused about mitosis versus meiosis. They manage this quite well on their own, thank you!"

Reference

Stansfield, W.D. (2013). A Socratic method for surveying students' readiness to study evolution. *American Biology Teacher*, *75*, 102–105.

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